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ABSTRACT

Instructors can use this inventory to prepare high school equivalency students for the reading skills test of the new form of the Test of General Educational Development (GED). It replaces the instrument previously recommended for that purpose, the Iowa Tests of Educational Development (ITED). Fifty multiple choice questions test the ability to interpret nineteen reading passages, illustrations, maps, or graphs. An answer key and sheets for recording student responses are included. The skills needed to answer each question are identified, such as discriminating facts from opinions, comprehending maps, or identifying emphasis. After a student's responses are evaluated, the instructor should note any skill weaknesses and prescribe instruction using the designated card from the companion volume, A Taxonomy of Selected High School Equivalency Materials (Reading), ED 114 766. This Taxonomy is keyed to three New York State Education Department publications and six commercially available programs that can be used to introduce and reinforce specific skills which the student has not mastered. The materials range in difficulty from a seventh grade to a twelfth-fourteenth grade reading level. (CP)

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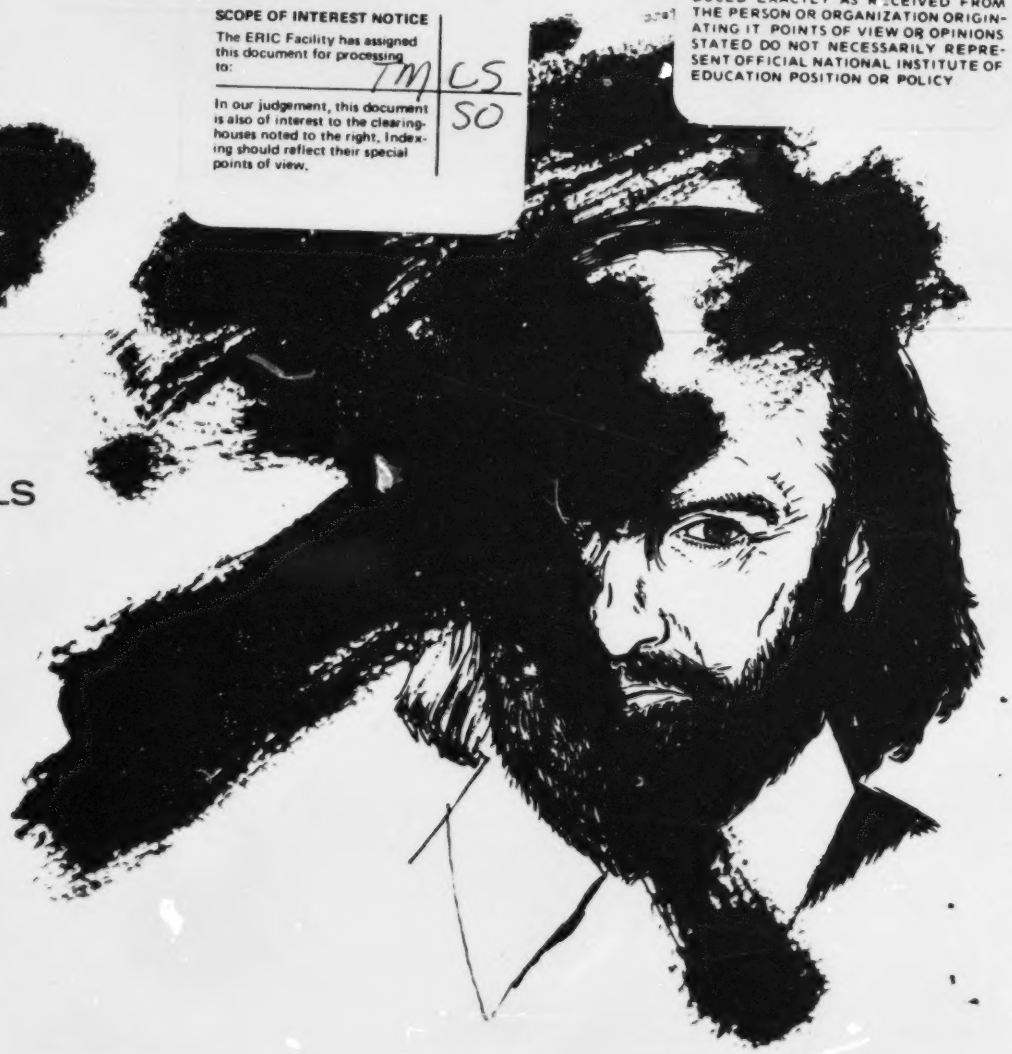
A TAXONOMY OF SELECTED HIGH SCHOOL EQUIVALENCY MATERIALS



READING SOCIAL STUDIES MATERIALS

SUPPLEMENTARY INVENTORY

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FOREWORD

In 1976, A Taxonomy of Selected High School Equivalency Materials (Reading), was distributed to Directors of Continuing Education throughout the State. In that Taxonomy, the Iowa Tests of Educational Development (I.T.E.D.), X-4 and Y-4, were recommended as instruments which could be used to profile a student's competencies in the reading skills which needed to be mastered as a requisite to passing the Tests of General Educational Development. However, the I.T.E.D. was really not designed specifically for that purpose. While it tests for most of the skills which are on the G.E.D., it fails to test in several critical areas. The I.T.E.D. was recommended though because, of all the instruments available at the time, it represented the highest correlation between the skills assessed and the skills which need to be mastered by a high school equivalency student.

The recommendation to use the I.T.E.D. was only an expediency so that the development of the Taxonomy should not be delayed by the time-consuming task of constructing an assessment instrument. This supplement, tailored to the skills tested for on the *reading skills test of the new form of the G.E.D.*, now provides the high school equivalency instructor with a means of assessing these skills. Experienced high school equivalency instructors will notice that there is considerable overlap with the skills identified in the "Interpreting Reading Material in Social Studies" section of Developing High School Equivalency Reading Skills. However, it will also be noticed that some skills have been omitted, some added, and some modified. Therefore, while the Taxonomy is still a valuable reference tool, its use in preparing students to take the new form of the G.E.D. will require some flexibility on the part of the instructors. It should also be noted that this particular supplement inventories only skills required for reading social studies-related material. Two additional supplements are under development; one to inventory skills of reading science material, and the other skills of reading literature.

For ease of scoring, the students should record their responses on copies of the multiple choice answer sheets found on pages 1 and 2. The correct answers are found on pages 3 and 4. Once a student's responses are evaluated, the instructor should take note of any skill weaknesses and prescribe instruction using the designated card (cd) from the Taxonomy if applicable. A sample is found on page 5. If the skill is new and not indexed in the Taxonomy, the instructor will have to devise appropriate alternatives.

The Inventory was constructed by Francis Loeffler, Washington Irving Education Center, Schenectady and Evelyn A. Donahue, Hadley Luzerne Central Schools. It was reviewed by Gerald Cerne, South Colonie Central Schools. George K. Tregaskis, associate, Bureau of General Education Curriculum Development coordinated the development of the publication and Theodore Turone, associate, Bureau of General Continuing Education contributed helpful suggestions during the initial planning stages.

Name _____

1) A___ B___ C___ D___ E___ *Identifying the main idea (SS 6)*

2) A___ B___ C___ D___ E___ *Inferring the intended effects (SS 7)*

3) A___ B___ C___ D___ E___ *Discriminating facts from opinions (SS 11)*

4) A___ B___ C___ D___ E___ *Relating cause and effect*

5) A___ B___ C___ D___ E___ *Inferring the intended reader (SS 7)*

6) A___ B___ C___ D___ E___ *Discriminating facts from opinions (SS 11)*

7) A___ B___ C___ D___ E___ *Inferring author's attitude toward topic (SS 12)*

8) A___ B___ C___ D___ E___ *Inferring author's role/bias (SS 5)*

9) A___ B___ C___ D___ E___ *Identifying emphases (SS 9)*

10) A___ B___ C___ D___ E___ *Identifying the main idea (SS 6)*

11) A___ B___ C___ D___ E___ *Specialized vocabulary (SS 4)*

12) A___ B___ C___ D___ E___ *Inferring author's attitude toward topic (SS 12)*

13) A___ B___ C___ D___ E___ *General vocabulary used in a special sense (SS 3)*

14) A___ B___ C___ D___ E___ *Relating details to main idea (SS 8)*

15) A___ B___ C___ D___ E___ *Using context clues (SS 2)*

16) A___ B___ C___ D___ E___ *Identifying pronoun referent*

17) A___ B___ C___ D___ E___ *Identifying author's role/bias (SS 5)*

18) A___ B___ C___ D___ E___ *Inferring author's attitude toward topic (SS 12)*

19) A___ B___ C___ D___ E___ *Inferring the intended effects (SS 7)*

20) A___ B___ C___ D___ E___ *Identifying emphases (SS 9)*

21) A___ B___ C___ D___ E___ *Identifying the main idea (SS 6)*

22) A___ B___ C___ D___ E___ *Comparing divergent texts (SS 13)*

23) A___ B___ C___ D___ E___ *Comparing divergent texts (SS 13)*

24) A___ B___ C___ D___ E___ *Comparing divergent texts (SS 13)*

25) A___ B___ C___ D___ E___ *Inferring author's attitude toward topic (SS 12)*

Name _____

26) A___ B___ C___ D___ E___ *Identifying emphases (SS 9)*

27) A___ B___ C___ D___ E___ *Identifying emphases (SS 9)*

28) A___ B___ C___ D___ E___ *Identifying the main idea (SS 6)*

29) A___ B___ C___ D___ E___ *Comparing divergent texts (SS 13)*

30) A___ B___ C___ D___ E___ *Inferring author's role/bias (SS 5)*

31) A___ B___ C___ D___ E___ *Discriminating facts from opinions (SS 11)*

32) A___ B___ C___ D___ E___ *Identifying basis for organization (SS 10)*

33) A___ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

34) A___ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

35) A___ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

36) A___ B___ C___ D___ E___ *Identifying connotations as clues to author's bias (SS 5)*

37) A___ B___ C___ D___ E___ *Comprehending maps*

38) A___ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

39) A___ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

40) A___ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

41) A___ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

42) A___ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

43) A___ B___ C___ D___ E___ *Identifying pronoun referent*

44) A___ B___ C___ D___ E___ *Inferring author's attitude toward topic (SS 12)*

45) A___ B___ C___ D___ E___ *Identifying details*

46) A___ B___ C___ D___ E___ *Understanding political cartoons (SS 15)*

47) A___ B___ C___ D___ E___ *Understanding political cartoons (SS 15)*

48) A___ B___ C___ D___ E___ *Understanding political cartoons (SS 15)*

49) A___ B___ C___ D___ E___ *Understanding political cartoons (SS 15)*

50) A___ B___ C___ D___ E___ *Comprehending maps*

Name _____

1)	A✓ B___ C___ D___ E___	*Identifying the main idea (SS 6)*
2)	A___ B✓ C___ D___ E___	*Inferring the intended effects (SS 7)*
3)	A___ B___ C___ D___ E✓	*Discriminating facts from opinions (SS 11)*
4)	A✓ B___ C___ D___ E___	*Relating cause and effect*
5)	A___ B___ C✓ D___ E___	*Inferring the intended reader (SS 7)*
6)	A___ B✓ C___ D___ E___	*Discriminating facts from opinions (SS 11)*
7)	A___ B___ C___ D___ E✓	*Inferring author's attitude toward topic (SS 12)*
8)	A___ B___ C✓ D___ E___	*Inferring author's role/bias (SS 5)*
9)	A___ B✓ C___ D___ E___	*Identifying emphases (SS 9)*
10)	A___ B✓ C___ D___ E___	*Identifying the main idea (SS 6)*
11)	A✓ B___ C___ D___ E___	*Specialized vocabulary (SS 4)*
12)	A___ B✓ C___ D___ E___	*Inferring author's attitude toward topic (SS 12)*

13)	A___ B___ C✓ D___ E___	*General vocabulary used in a sepcial sense (SS 3)*
14)	A✓ B___ C___ D___ E___	*Relating details to main idea (SS 8)*
15)	A___ B___ C___ D✓ E___	*Using context clues (SS 2)*
16)	A___ B___ C___ D___ E✓	*Identifying pronoun referent*
17)	A___ B✓ C___ D___ E___	*Identifying author's role/bias (SS 5)*
18)	A___ B___ C✓ D___ E___	*Inferring author's attitude toward topic (SS 12)*
19)	A___ B___ C___ D___ E✓	*Inferring the intended effects (SS 7)*
20)	A___ B✓ C___ D___ E___	*Identifying emphases (SS 9)*
21)	A✓ B___ C___ D___ E___	*Identifying the main idea (SS 6)*
22)	A___ B___ C___ D✓ E___	*Comparing divergent texts (SS 13)*
23)	A___ B✓ C___ D___ E___	*Comparing divergent texts (SS 13)*
24)	A✓ B___ C___ D___ E___	*Comparing divergent texts (SS 13)*
25)	A___ B___ C___ D✓ E___	*Inferring author's attitude toward topic (SS 12)*

Name _____

26) A___ B___ C✓ D___ E___ *Identifying emphases (SS 9)*

27) A___ B✓ C___ D___ E___ *Identifying emphases (SS 9)*

28) A___ B___ C✓ D___ E___ *Identifying the main idea (SS 6)*

29) A___ B___ C✓ D___ E___ *Comparing divergent texts (SS 13)*

30) A___ B✓ C___ D___ E___ *Inferring author's role/bias (SS 5)*

31) A✓ B___ C___ D___ E___ *Discriminating facts from opinions (SS 11)*

32) A___ B✓ C___ D___ E___ *Identifying basis for organization (SS 10)*

33) A___ B___ C___ D✓ E___ *Comprehending charts and graphs (SS 14)*

34) A___ B___ C___ D___ E✓ *Comprehending charts and graphs (SS 14)*

35) A___ B___ C✓ D___ E___ *Comprehending charts and graphs (SS 14)*

36) A___ B___ C___ D___ E✓ *Identifying connotations as clues to author's bias (SS 5)*

37) A___ B___ C___ D✓ E___ *Comprehending maps*

38) A___ B___ C✓ D___ E___ *Comprehending charts and graphs (SS 14)*

39) A___ B___ C___ D✓ E___ *Comprehending charts and graphs (SS 14)*

40) A✓ B___ C___ D___ E___ *Comprehending charts and graphs (SS 14)*

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43) A___ B✓ C___ D___ E___ *Identifying pronoun referent*

44) A___ B✓ C___ D___ E___ *Inferring author's attitude toward topic (SS 12)*

45) A✓ B___ C___ D___ E___ *Identifying details*

46) A___ B___ C✓ D___ E___ *Understanding political cartoons (SS 15)*

47) A___ B___ C___ D✓ E___ *Understanding political cartoons (SS 15)*

48) A✓ B___ C___ D___ E___ *Understanding political cartoons (SS 15)*

49) A___ B___ C___ D✓ E___ *Understanding political cartoons (SS 15)*

50) A___ B___ C___ D___ E✓ *Comprehending maps*

INFERRING AUTHOR'S ATTITUDE TOWARD TOPIC

Instruction

Developing High School Equivalency Reading Skills (NYSED, 1972) pp. 42-43

Lower level reinforcement

High School Equivalency, Book 1, Interpretation of Reading Materials (Learning Technology Inc., 1970)
Frame 136*
Frame 136-144
Frame 145*
Frame 146
Frame 148[2,4,5]
Frame 149[4]
Frame 150[1,5]
Frame 151[7]

High School Equivalency Examinations in Social Studies, Science, and Literature, Your Future is Now (Barron's Educational Series, Inc., 1972)
p 89, III[3]; 97
p 94, VII[9-10]; 97
pp. 95-96, IX[14-16]; 97
pp. 99-100, II[2]; 109
p 107, XI[14]; 109
p 108, XII[19]; 109
pp. 132-133*
p 135, V[1]; 142
pp. 148-150, V[27]; 150
p. 157, I[1]; 174
pp. 211-218*
pp. 232-233, III,IV[22-26]; 233

Upper level reinforcement

Interpretation of Reading Materials in the Social Studies (Cambridge, 1973)
pp. 53-57*
p. 107[6-9]; 112-113
pp. 161-162[34-40]

Reading Interpretation in Social Studies, Natural Sciences, and Literature (Simon and Schuster, 1971)
pp. 11[1,2] 26[4,5]
pp. 19-20[1-4]
p. 22[5]

GED test simulation

Extending High School Equivalency Reading Skills, Part 2 — Sciences, Social Studies, Mathematics, (NYSED, 1973)
p. 50, SS[19]

THE PEOPLE IN POWER

In 1796, seven years after President-elect George Washington moved north to his inauguration, a lanky, big-nosed man with reddish hair rode into Philadephia. He wore not the breeches and buckles of fashion but the rough clothing of the West, and his hair hung in a queue down his back, tied with the skin of an eel, frontier style. This was the youthful Andrew Jackson, a self-made man with a Western faith in the capacity of the individual. In his view, any upstanding citizen who could command men or make a good stump speech had as much right to public office as the rich and well educated. He himself, the son of a poor Scotch-Irish farmer who lay in an unmarked grave, had already been lawyer, planter, territorial official, soldier and merchant, and now, still not 30, he was his state's first congressman.

Thirty-three years later, Andrew Jackson made another momentous trip to the seat of the government. This time he was President-elect of the United States, the first from the Western part of the nation. Now the whole country knew him — a man with a fiery temper and an ardent sense of justice, both deeply loved and fiercely hated. Former President John Quincy Adams disdained the ceremony at Harvard when Jackson received an honorary degree. Adams refused to attend because he did not want to witness his alma mater's disgrace in conferring her highest honor "upon a barbarian and savage who could scarcely spell his own name."

1. The main idea of this passage is that Andrew Jackson was a leader who

   a. had many unusual qualities
   b. dressed strangely
   c. was disliked by Adams
   d. was a young congressman
   e. was greatly disliked by many

2. The effect of this passage is to show Jackson to be a leader who was

   a. cultured
   b. unconventional
   c. affluent
   d. universally acclaimed
   e. intolerant

From LIFE History of the United States / The Sweep Westward, Courtesy Time-Life Books Inc.

3. All of the following are facts about Jackson except:

   a. he became a congressman before he was 30
   b. he was of Scotch-Irish origin
   c. he was the first president from the West
   d. he had a fiery temper
   e. he refused a degree from Harvard

THE CIVIL WAR CENTENNIAL COMMISSION

The Civil War was, in large degree, a soldier's war. Of great importance was the determination, resourcefulness, and strength of the individual soldier who, in the turmoil of combat, frequently found that he was on his own. Fighting units were often out of contact with their commanding officers, among whom casualties were quite heavy. Those officers who did remain in command of their troops were rarely competent leaders.

In the final stages of battle, the lower ranking infantryman was commonly left to his own initiatives and it was his strength and courage which finally decided the Civil War. His devotion to duty was the bedrock of the war and has given us some of the most inspiring accounts of fighting men ever written.

4. This passage best supports the conclusion that

   a. the Civil War was won by the common soldiers whose courage and devotion to duty is inspiring
   b. the officers of the Civil War were effective leaders in spite of casualties
   c. the common soldier suffered miserably because of the limited medical knowledge of the day
   d. all of the above
   e. Civil War officers were careless about the safety of the common soldiers

HISTORIC VISIONS AND DREAMS INTO REALITY

If today we Americans share an affluent life full of marvels that not even the monarchs of old could have imagined, the attainment of these comforts has long been on the national agenda. A vision of the goal could have glittered in Jefferson's mind when he heard of the Louisiana Purchase; it must have captured Grant's imagination when he opened the Centennial Exposition in 1876; it surely was in Henry Ford's thoughts when he ordered the five-dollar wage and the eight-hour day in his plants; it dominated the heads and hearts of the sodbusters on the Plains, the boys — like Mark Twain — who saw the heyday of the riverboats, the girls who slaved in sweatshops and lived in hovels, and the numberless teachers who met their charges in one-room schoolhouses. Their dreams, especially their reveries about ease and comfort and relief from the dolor of endless drudgery, are now the stuff of reality. And much in our present suggests that the wishing itself has helped to make things so.

We learn from our national history, also, that we have been busy at an endless game of leapfrog. We made the railroad come upon the scene before the era of canal building had ended; we moved to give the vote to women when fewer than a third of the men were using the privilege; we were mastering the art of flying, and spending billions on rockets, before we knew how to eradicate poverty.

In the playing of this game we have managed to keep the individual in the forefront of the action. Whether it was Horace Mann exhausting himself for the cause of free public schooling or Wendell Willkie coming from political nowhere to stand for the presidency, or Peter Stuyvesant defying the English even after his defeat was assured, or Harriet Tubman raising the cry of freedom among her people still in bondage, or a myriad of other Americans discovering an uncommon role to fill, and filling it memorably our American story has been the collective episodes of identifiable individual contributors, who, if only for a moment, once held the center of the stage.

Our history furnishes us, too, with the indispensable clues for understanding our unique outlook as a people. Because we have been spared, for the most part, the anguish of famine and of military defeat on our own soil, we have looked forward to comparable good fortune in the days ahead, and we have behaved accordingly. History has become for us something like a rail journey to a mountaintop: occasionally the panorama is interrupted by a dark tunnel — possibly by a war or a depression — but quickly the light streams through the windows again and the trip continues on its predestined upward path.

From LIFE History of the United States / The Great Age of Change. Courtesy Time-Life Books Inc.

5. The passage was most likely addressed to

   a. foreign admirers
   b. slaves
   c. U.S. citizens
   d. inventors
   e. politicans

6. All of the following are facts except:

   a. The Centennial Exposition was in 1876
   b. Vision is the core of American achievements
   c. Horace Mann was an advocate of public education
   d. Harriet Tubman worked to end slavery
   e. Henry Ford introduced new labor practices

7. The author projects a feeling of

   a. incredulity
   b. humiliation
   c. passion
   d. anger
   e. admiration

8. The author of this passage would most likely be

   a. a physicist
   b. a scientist
   c. an historian
   d. a politician
   e. a conservationist

9. Which aspect of the selection does the author emphasize?

   a. role of big business
   b. individual contributions
   c. military achievements
   d. educational progress
   e. economic affluence

10. The main idea of this selection is that

   a. Americans have a unique outlook on life
   b. American achievement is the result of imagination
   c. the Louisiana Purchase was a major accomplishment
   d. America has been spared some of the anguish experienced in other lands
   e. Americans have progressed too rapidly

Atheism is a basic element in Communist Party theory. Although a number of churches, mosques, and temples are allowed to operate within certain limits, they have not been able to overcome the strong antireligious propaganda of the state. These Soviet statutes forbid various kinds of religious activities. For example, there is a law which severely limits the ability of the congregations to raise operating money.

11. "Statutes" is a term that applies to

a. laws
b. propaganda
c. religion
d. power
e. political activities

THE ORIGIN OF THE DECLARATION OF INDEPENDENCE

The story of the Declaration of Independence begins far back in our colonial history — long before there was any trouble between the mother country and the colonies. It begins long before the British Parliament used its governing powers to attempt to tax the colonies. The true seeds of American independence were planted on American soil by the first permanent English settlers, especially the Pilgrims, who came to the New World in search of religious liberty. The search for liberty — religious, civil, or personal — brought thousands of our early settlers to these shores. America became home to a race of men to whom liberty was more precious than life. From that day to this, our country has clung to the ideals of liberty planted by her founders. It was because this liberty was threatened, and attempts at conciliation with the mother country had failed, that the colonial leaders finally declared on July 4, 1776, that "these United Colonies are, and of Right ought to be Free and Independent States."

The Declaration of Independence was inevitable. The very nature of the new country destined it to be a land free from external rule. It was a country far from the old European governments, separated by three thousand miles from England. There were no telegraphs, and no cables by which the mother country could keep in touch with her growing young colonies. The slow sailing ships took weeks and often months to carry news from one to the other across the ocean. It was therefore natural that the colonies should develop the widest possible powers of self-government.

These forms of government were modelled on those of England, with local variations, but the conditions of the New World made the spirit different, and the people to a great extent ruled themselves. There were few nobles in the country, and the power and importance of the common man became, as a result, greater than in the countries of the Old World.

12. The writer suggests that the story of the Declaration of Independence begins with

    a. the taxation of the colonies by Britain
    b. the first English settlers' desire for liberty
    c. the Stamp Act
    d. the injustices of the British Parliament
    e. the lack of communication between England and the colonies

13. What is meant by the "seeds" of American Independence?

    a. roots
    b. native crops
    c. beginnings
    d. thoughts
    e. offspring

14. Which of these conclusions is most strongly supported by the facts presented in the passage?

    a. The Declaration of Independence was inevitable for many reasons including geography and the thirst for liberty
    b. The Pilgrams' search for religious liberty was the basis for the writing of the Declaration of Independence
    c. In America, the common man is more powerful than in the Old World
    d. Communication between the countries was difficult because of the distance involved
    e. The British Parliament could not afford to grant independence to the new colonies

15. According to this passage, "Parliament" means

    a. customs office
    b. militia
    c. Stamp Act
    d. governing body of Britian
    e. colonists' representatives

A MONSTROSITY

How is it that the U.S. survived for nearly two centuries without an energy crisis? Until just a few decades ago, there was no Federal Power Commission; until just a few years ago, there was no Federal Energy Agency, no ERDA or any of the other alphabetic agencies that have been mushrooming on all sides. How did we get along without the heavy hand of Big Brother making sure that energy was produced by the right people, in the right way, and distributed to the chosen recipients?

Big Brother will tell you that all American energy history is divided into two parts: 1492 to 1973, and 1973 to 1977; that the physical availability of energy has changed drastically so that we can no longer rely on free markets to organize and allocate energy; that we must radically alter our way of life, and give him the proxy to do it for us.

There is only one respect in which our situation has changed drastically — in the role that Big Brother has come to play. Big Brother is the problem, not the cure.

Our present energy problems began several decades ago when government started to fix the price of natural gas. Artificially low prices for gas sold interstate encouraged consumption and discouraged production. The OPEC cartel — itself partly a product of misguided U.S. Government policy — shocked the world by quadrupling crude-oil prices in the fall of 1973, and the U.S. Government reacted by trying to hold down domestic prices. The result: policies that greatly strengthened the cartel. The U.S. is still in effect paying a subsidy of about $3 for every barrel of oil imported. We are still encouraging wasteful consumption and discouraging domestic production of oil and gas and the development of alternative sources of energy, so that our dependence on OPEC has grown rather than declined. Without our foolish and misdirected energy policies, I believe that the OPEC cartel would by now have collapsed. And it still will despite the best efforts of the U.S. Government to prop it up.

16. The underlined *him* in the second paragraph refers to:

    a. the author
    b. the consumer
    c. the Federal Energy Agency
    d. the energy problem
    e. Big Brother

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17. The author of this passage would most likely be

a. a linguist
b. an economist
c. a government employee
d. a philosopher
e. an Arab leader

18. The author's view toward government agencies is that they are

a. useful
b. necessary
c. misguided
d. admirable
e. well-managed

19. The intended effect of this selection is to

a. praise government achievements
b. denounce the OPEC cartel
c. decry wasteful use of energy
d. encourage government agencies
e. criticize government mismanagement

20. Which aspect of the energy problem does the writer emphasize?

a. OPEC power
b. government intervention
c. over-consumption
d. its brief history
e. foreign subsidies

21. The main idea of this passage can best be stated as;

a. Government policies have caused the energy crisis
b. U.S. dependence on OPEC is increasing
c. The energy problem has existed for centuries
d. The Federal Power Commission is only a few decades old
e. U.S. Government still subsidizes oil imports

JOURNALISM SCHOOLS

A. Sir: As a victim of the "Woodstein U." syndrome, I can personally attest to the accuracy and insight of Mr. Bagdikian's commentary (March *Atlantic*). Most of my journalism instructors paid more attention to typing accuracy than "the capacity to understand a changing human condition."

I think Mr. Bagdikian hit the bull's-eye when he wrote, "Colleges and universities, caught in a shrinking economy, welcome the journalism students." It is my opinion that college administrators are too busy searching for "green" horizons to see the need for revitalizing journalism curricula. Until they do, there is but one solution: add Anticipated Unemployment 101 to the "journalism sequence" in our universities.

Thanks for an excellent article.

B. Sir: After reading Ben H. Bagdikian's fine article "Woodstein U.," one must wonder at the state of the collective conscience of the colleges and universities which apparently continue to expand student enrollments in their schools of journalism. I can only conclude that the dollar still has the louder voice — even in the Elysian meadows of Academe. Deplorable!

C. Sir: I greatly appreciated the Woodstein U. story. Such a piece has been overdue but the lessons it contained are so obvious it was valuable.

I got my M.A. in the factory at the University of Texas but managed to salvage my time by hanging out in the American Studies department, which was really hot at the time.

But — there used to be at least one really good journalism school. I got my bachelor's at Sam Houston State in Huntsville, Texas. The school was too poor to hire all these clinicians who stroll around in lab coats and can work computers but not typewriters and in the name of "communications research" invoke the name of Lazarfeld or somebody every half-hour. Sam Houston hired working reporters from the Houston *Post* and *Chronicle* to come in and teach journalism two or three days a week each. And these were guys who knew how to *report*. Maybe the night before they had covered a triple murder in the ninth ward and they could really teach us how to get out on the street and how to work a telephone.

D. Sir: So journalism joins liberal arts, teaching, engineering, physics, and mathematics as a suicidal field of study. It is common knowledge that law school graduates have a hard time finding jobs. Business seniors sleep on the floor to get a place in the line to see a recruiter.

The baby boom generation is way too big for our own good. Our society does not have room for us, no matter how hard we try to mold ourselves for it. What will become of us?

E. Sir: In the program I knew at Boston University, study under a staff of seasoned professionals, many of them nationally known, many of them award-winners, afforded the neophyte a chance to towel behind the ears vicariously, if not actually through a variety of internships and stringing jobs.

Many found the demands of street reporting at odds with their personalities. As many as 75 percent of my classmates in my early courses eventually chose other pursuits.

F. Sir: As a future freshman in the Medill School of Journalism at Northwestern University next fall, I found your article "Woodstein U." most interesting, if not a little discouraging.

My only hope is that idealistic journalism majors will also read this article, and will choose an alternative profession.

The remaining 60,000 journalism majors can then pursue an education with others as serious and dedicated as themselves to the field of journalism.

Should you decide to publish this letter, it will give me satisfaction, five years from now while I am standing in the unemployment line waiting to collect my check, to say that I once had something published in *Atlantic Monthly*.

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22. Which writer attributes the journalism school problem to overpopulation

a. A
b. B
c. C
d. D
e. E

23. The writers who indicate personal experience as support for their views are

a. A, B, and D
b. A, C, and E
c. A only
d. B, A, and E
e. A and E only

24. Which writer(s) concurs that a major reason for the problem is rooted in poor curriculum?

a. A and C
b. C and D
c. B, D, and E
d. A only
e. B only

25. The attitude of author A toward his journalism education can best be described as

a. contented
b. envious
c. ecstatic
d. discontented
e. mournful

26. The writer who emphasizes the positive qualities of the journalism school he attended is

a. A
b. B
c. C
d. D
e. F

27. The writers who stressed the importance of being taught by professional reporters are

a. A and C
b. C and E
c. B and E
d. B and D
e. E and D

THE AMERICAN INDIANS

Many people ask if the Indian languages were ever written. The answer is yes — and no. The Indians around the Great Lakes used birchbark to record ritual records in picture form; however, none of the American Indians living north of Mexico possessed an alphabetic system for writing before contact with Europeans. Early Spanish, French, and Dutch explorers and missionaries taught the native Americans literacy in the sense of being able to code and decode whole units of speech.

28. The main idea of this paragraph is best expressed by which statement?

a. The Indians of the Great Lakes used birchbark instead of paper.
b. Picture writing was used largely for ritual records.
c. Europeans introduced the Indians to an advanced form of writing.
d. The Indians around the Great Lakes were the first to become literate.
e. none of the above

RAILROADS

Point

For 48 years, I have seen all there is to railroading, from the light steam power to the modern diesel. I have seen what the railroads did in the first World War and the second World War. While the passenger business has declined, the railroads will still be in business when you and I are gone. The railroads will handle the commuter business in our large cities and the movement of soft coal from the mines. They will never manufacture enough trucks to handle what the railroads handle.

Counterpoint

This defense of trains is a joke. The railroads are finished. The railroads at one time were needed because of their speed. They replaced the canal system that was being built at the time. With the advent of new means of transportation — auto, truck, airplane, pipe line, high voltage transmission lines — the need for railroads is declining. The taxpayers of this country are throwing their money away in trying to support a railroad system that has outlived its usefulness.

29. Both individuals would agree on the following point:

    a. trucks have completely replaced trains in moving goods across country
    b. railroads are no longer useful
    c. train passenger business has declined
    d. railroads are more popular with commuters in large cities
    e. railroads should be subsidized with tax monies

30. The first speaker (Point) is most likely a

    a. foreigner
    b. railroad worker
    c. coal worker
    d. member of the armed forces
    e. teamster

THE HISTORY OF UNITED STATES CURRENCY

In the early days of our Nation there was English, French, and Spanish currency in circulation. This caused confusion and slowed up trade. Therefore, the Congress established the dollar as our unit of money. This led to the establishment of the United States monetary system in 1792. The following year the United States Mint began coining money at Philadelphia.

Congress authorized certain metals to be used for our coin currency. They were gold, silver, nickel, and copper. United States Gold Coins are no longer coined or issued by the U.S. Mints.

Paper currency was in use before the Declaration of Independence was signed. It was called Continental Currency and its value became so depreciated that "not worth a continental" was a common saying. The plates for the first issue of this money were engraved by Paul Revere.

Paper currency was used after the adoption of the Constitution in 1789 and was issued by two United States banks. The first bank was closed in 1811 and the second in 1836. After 1836, paper currency was issued by banks operating under State charters.

The Civil War ushered in the issuance of paper currency by the United States Treasury. Then, in 1863, National Banks were empowered to issue currency; however, these notes have been retired since 1935. Today, Federal Reserve Notes are issued by 12 Federal Reserve Banks, with a green seal and serial numbers. United States Notes, issued by the Treasury, have a red seal and serial numbers. These are the only types of paper currency now being printed.

31. According to the author, the saying "not worth a continental" was invented because it was most peoples' opinion that

    a. paper money was worthless
    b. only metal coins could have value
    c. paper money wasn't backed by gold reserves
    d. all of the above
    e. the Declaration of Independence would not be passed

32. What is the organizational style of this material?

    a. cause and effect
    b. chronological order
    c. comparison and contrast
    d. sequence of natural events
    e. argument and resolution

CIVILIAN CONSUMPTION OF MAJOR FOOD COMMODITIES PER PERSON

Commodity	Avg. (lbs.) 1957-59	1972	1973
Dairy products			
Cheese	7.9	13.2	13.5
Condensed and evap. milk	14.8	6.4	6.0
Fluid milk and cream (milk equiv.)	337.0	258.0	252.0
Ice Cream (prod. wt.)	18.4	17.5	17.7
Fruits			
Fresh	95.5	76.9	76.3
Citrus	34.0	27.3	27.5
Apples (com.)	21.0	17.2	14.5
Other (exc. melons)	40.5	32.4	34.3
Processed			
Canned fruit	22.4	21.5	19.7
Canned juice	13.5	15.7	16.5
Frozen (Inc. Juices)	8.6	10.1	11.1
Dried	3.3	2.0	2.4
Grains			
Cornmeal and flour	7.4	7.4	7.5
Corn syrup	9.4	18.7	21.7
Corn sugar	3.6	4.8	5.2
Wheat flour	120.0	109.0	109.0
Wheat cereals	2.8	2.9	2.9
Rice, milled	5.4	7.0	7.0

33. It could be estimated that in 1958, the dairy product consumed in the smallest amount per person was

    a. fluid milk
    b. cream
    c. ice cream
    d. cheese
    e. condensed milk

34. During the years studied, processed fruits were most frequently consumed as

    a. frozen fruit and juice
    b. dried fruit
    c. whole fruit
    d. canned juice
    e. canned fruit

35. In the year 1972, the grain listed with the lowest rate of consumption was

a. corn sugar
b. cornmeal and flour
c. wheat cereals
d. milled rice
e. wheat flour

POTHEADS AND RUMHEADS

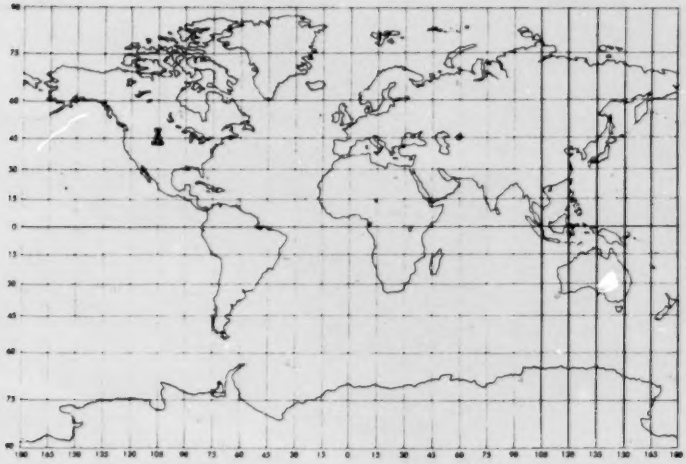
It has been stated that marijuana does not lead to physical dependence. Therefore, it cannot be considered addicting. However, people who use the drug all the time become dependent upon the effects of marijuana. Thus, it is classified as habituating. The fact that the drug is not addicting does not mean it is not harmful. Dependence is a serious matter whether it is mental or physical.

Alcohol is also a dangerous drug physically, mentally, and socially for millions of people. The "rumhead" and the "pothead" are both pathetic creatures.

36. The author would most likely support

a. methadone clinics
b. laws for restricting marijuana
c. legalization of marijuana
d. no laws restricting the use of marijuana and alcohol
e. laws for restricting marijuana and alcohol

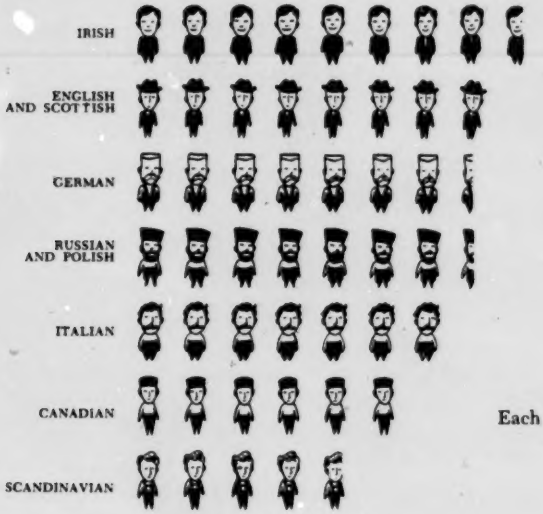
LATITUDE AND LONGITUDE



37. All of the following statements concerning latitude and longitude are correct except:

a. the 0° longitude line is called the Prime Meridian
b. most of Africa lies east of the Prime Meridian
c. the 0° latitude line is called the equator
d. Australia is in the west longitude zone
e. point A is located at 45° N. Latitude and 105° W. Longitude

Americans from Many Lands



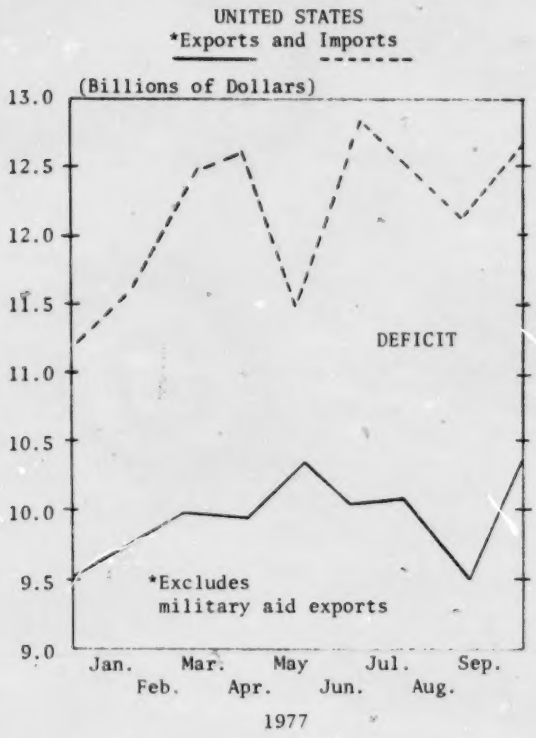
38. All the following statements about this graph are correct except:

    a. the graph is arranged in a greater to lesser format
    b. the key to the graph is one symbol equals 500,000 persons
    c. Immigrants from the British Isles include the English and Scottish only
    d. Southern European immigrants total about 3,500,000
    e. the least amount of immigrants have come from Scandanavia

39. This picture graph illustrates the numbers in which people of various nationalities came to the United States between 1850 and 1950. About how many more English and Scottish came than Italians?

    a. 5
    b. 1,500,000
    c. 5,000
    d. 500,000
    e. 1

THE U.S. BALANCE OF TRADE PICTURE



40. The trade deficit was least during the month of

a. May
b. February
c. June
d. August
e. April

41. In March, U.S. imports totalled approximately

a. 12.5 billion
b. 12.0 billion
c. 10.2 billion
d. 11.3 billion
e. 12.8 billion

42. During which monthly period did U.S. exports rise to their highest point?

a. August
b. May
c. January
d. June
e. April

WHAT IS A CONTRACT?

If you ever buy anything on credit, or sign a lease, or take out a loan, you will have to sign a legal paper. This legal paper is a kind of agreement. It is often called a contract.

A contract is any agreement that the law will enforce. Usually, it is written in legal language. You probably won't be able to understand it if you try to read it. So, it you dont' understand what a contract means, you may have to take it to a lawyer and get him/her to explain it to you and to give you advice about it. (Remember: If you sign a contract, you agree to the whole contract whether or not you understand everything in it.)

43. The "you" the author refers to is most likely -

a. a businessman
b. a consumer
c. a lawyer
d. a credit bureau employee
e. a judge

THE UNRAVELING OF SOCIETY

Item: $60,000 in tax money was spent last year to finance a research project on the vital statistics of airline stewardesses. It was determined that stewardesses' noses averaged 2.18 inches in length.

Item $120,000 in public money was spent to finance an inquiry into whether college students get sexually aroused watching pornographic movies while smoking marijuana.

Item: Between 1960 and 1974, the total level of expenditure on social welfare programs in the United States increased $120 billion, from $50 billion to $170 billion. According to the Bureau of Census, there are 25 million poor people in the United States, defined as people with an income level of $4,137 or less for a given year for a family of four. If that $120 billion — not the whole budget, just the increase — had simply been given to the poor, it would have given each and every one of them an annual stipend of $4,800 a year, or $19,200 for every family of four. Yet the poor are still with us. Who is getting all the money?

Item: The two richest counties in the U.S. according to average family incomes are Montgomery County, Maryland, and Fairfax County, Virginia — two "bedroom" counties for federal government employees.

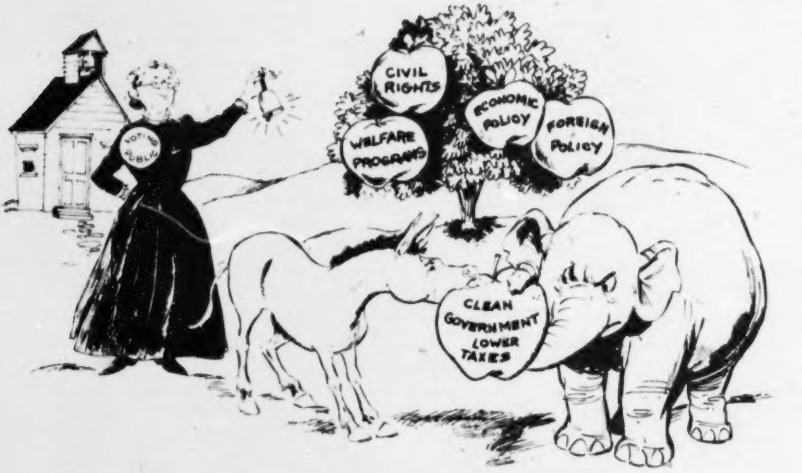
Of course this list of government horror stories could be extended *ad infinitum*, *ad nauseam*, long past the point when my readers would be writhing on the floor. Yet no matter how often and how dramatically the facts are revealed, the absorption of life by politics, and the waste by government, continues and grows.

44. The author of this text would most likely

a. oppose salary increases for public employees but support increases in federal research grants
b. support federal efforts to create jobs for the poor but oppose any expansion of federal bureaucracy
c. support an expansion of the Bureau of Census and a crackdown on welfare frauds
d. support legislation requiring a minimum annual wage of $19,200 for every family of four
e. support legislation requiring public employees to live in the communities where they work but oppose building low-income housing in affluent suburbs

45. According to this article, poor people are defined as

a. families of four with an income of $4,137 or less
b. college students who spend more than $4,800 a year on marijuana
c. federal government employees earning $19,200 or less annually
d. individuals forced to live in Montgomery County, Maryland, or Fairfax County, Virginia
e. families of four living on an annual income of $4,800 or less



"I want to give her this one."

46. The donkey and the elephant are fighting over this apple because

a. it represents the least important issue of the campaign
b. it represents a "dead" issue that is safe to debate
c. it represents an issue that is of great importance to the voting public
d. it is a good political move to reach the public first with the most sensitive issue
e. both parties traditionally neglect the needs of public education

HOUSING SHORTAGE?

"You folks hear any talk about a housing shortage?"

47. The creator of this drawing appears to be satirizing

a. family life
b. American architecture
c. American inquisitiveness
d. government action
e. foreign policy

48. The man speaking in the cartoon can best be described as

a. uninformed
b. shortsighted
c. arrogant
d. frightened
e. angry

49. The family in the cartoon is a symbol of

a. lazy citizens
b. government employees
c. family unity
d. homeless Americans
e. the educational system

Generalized Landscape Regions of New York State

50. The natural feature that lies directly east of Albany is the

a. Appalachian Uplands
b. Catskills
c. Tug Hill Plateau
d. Adirondack Highlands
e. Taconic Mountains